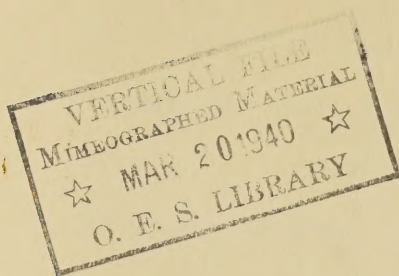


Program for  
CONFERENCE OF EXTENSION SPECIALISTS  
IN PARENT EDUCATION AND FAMILY LIFE  
Washington, D. C.  
January 22 and 23, 1940

Room 1039 - South Building  
United States Department of Agriculture



MONDAY, JANUARY 22  
Morning Session

9:00 a.m. Chairman - Mrs. L. A. Lynde, Extension Specialist in Parent Education, Extension Service,

The Extension Service and the United States Department of Agriculture.  
C. W. Warburton, Director of Extension Work.

Family Life Programs and Extension.  
Reuben Brigham, Assistant Director of Extension Work.

10:00-12:15

Discussion: Changing conditions affecting farm family life.

Social conditions.

Population trends.

Economic situations.

Responsibilities of government.

Agricultural programs - land use and others.

Shifting attitudes.

Consultants: Dr. Carl Taylor, Head, Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics.

Dr. Carl F. Taeusch, Head, Division of Program Study and Discussion, Bureau of Agricultural Economics.

Dr. O. E. Baker, Senior Agricultural Economist, Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics.

Dr. Kimball Young, Principal Social Psychologist, Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics.





Dr. Conrad Taeuber, Agricultural Economics, Division  
of Farm Population and Rural Welfare, Bureau of  
Agricultural Economics.

Eugene Merritt, Senior Extension Economist,  
Extension Service.

Summary: Mrs. Phyllis B. Davis, Extension Specialist in Child Development and Family Relations, New Jersey State College of Agriculture.

12:30 p.m. Luncheon - Room 6959

Afternoon Session

1:45-4:15 p.m. Chairman - Mrs. Alma H. Jones, Extension Specialist in Child Care and Training, Iowa State College of Agriculture.

Discussion: Interpreting the White House Conference on Children in a Democracy in Our Extension Programs.

Summary: Mr. Mark L. Entorf, Extension Specialist in Family Life, New York State College of Home Economics.

TUESDAY, JANUARY 23  
Morning Session

9:10-10:30 a.m. Chairman - Mrs. McDowell.

Discussion: How Can Extension Subject Matter Be Used to Advance Farm Family Life?

Consultants: J. L. Boatman, Chief, Division of Subject Matter,  
Extension Service.

H. W. Hochbaum, Chief, Division of Field Coordination,  
Extension Service.

S. P. Lyle, In Charge, Agricultural and Home Economics  
Section, Extension Service.

Mrs. L. A. Lynde, Extension Specialist in Parent Education, Extension Service.

Summary: Miss Alice Hutchinson, Extension Specialist in Child Care and Training, Michigan State College.

10:35-12:15 Chairman - Mrs. Belle Osborn Fish, Extension Specialist in Family Relationships, Department of Agriculture, University of Minnesota.

Discussion: Extension Programs in Family Life.

Adjusting Our Objectives.



Summary: Mrs. Blanche Hedrick, Extension Specialist in Family Life,  
New York State College of Home Economics.

12:30 Luncheon - Room 6039.

Afternoon Session

1:45-4:15 p.m. Chairman - Mrs. Ruth D. Morley, Child Development Specialist,  
Massachusetts State College.

Discussion: Extension Programs in Family Life.

Our Problems:

Serving more people.

Measuring results.

Radio.

Consultants: Miss Florence Hall, Senior Home Economist, Extension Service.

Mrs. Ola Powell Malcolm, Senior Home Economist,  
Extension Service.

Miss Madge Reese, Senior Home Economist, Extension Service.

Miss Miriam Birdseye, Extension Nutritionist,  
Extension Service.

Miss Ella Gardner, Extension Specialist in Rural Recreation, Extension Service.

Dr. F. P. Frutchev, Senior Educational Analyst,  
Extension Service.

Summary: Miss Florence Inlay, Extension Specialist in Foods and Nutrition, Kentucky College of Agriculture.

General Summary: Dr. Margaret Wylie, Extension Specialist in Family Life, New York State College of Home Economics.

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Conference Members from the States Attending:

<u>Name</u>	<u>Title</u>	<u>State</u>
Miss Mary Sutherland	Extension Specialist in Parent Education and Child Development	Colorado
Mrs. Alma H. Jones	Extension Specialist in Child Care and Training	Iowa
Miss Florence Imlay	Extension Specialist in Foods and Nutrition	Kentucky
Mrs. Ruth D. Morley	Child Development Specialist	Massachusetts
Miss Alice Hutchinson	Extension Specialist in Child Care and Training	Michigan
Mrs. Belle Osborn Fish	Extension Specialist in Family Relationships.	Minnesota
Mrs. Marion F. McDowell	Extension Specialist in Child Development and Family Relations	New Jersey
Mrs. Phyllis B. Davis		
Dr. Margaret Wylie	Extension Specialist in Family Life	New York
Mrs. Blanche Hedrick	Extension Specialist in Family Life	
Mr. Mark L. Entorf	Extension Specialist in Family Life	
Mrs. Mary E. Gerlaugh	Child Development Specialist	Ohio
Miss Lita Bane	Head, Home Economics Department University of Illinois	Illinois
Mrs. Azalea L. Sager	State Home Demonstration Leader	Oregon





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Summary of

CONFERENCE OF EXTENSION SPECIALISTS  
IN PARENT EDUCATION AND FAMILY LIFE

Washington, D. C.  
January 22 and 23, 1940

Room 1039 - South Building  
United States Department of Agriculture

MONDAY, JANUARY 22

Morning Session

9 a.m.

Chairman, Mrs. L. A. Lynde, Extension Specialist in Parent Education,  
Extension Service.

The Extension Service and the United States Department of Agriculture.  
C. W. Warburton, Director of Extension Work.

Director Warburton welcomed the group and commented that the small number of specialists in parent education and family life indicated that this is a new field in Extension. The nature of this work is an evidence that changes are taking place in Extension. The work would undoubtedly be approved by those who had a part in the original set-up of the Smith-Lever Act in 1914, which provided for a cooperative service, dependent on the initiative of State and county people. Other new activities of the Department of Agriculture known as "action agencies" such as the Agriculture Adjustment Administration created by the Act of 1933, Soil Conservation Service, Farm Security Administration, and the land use planning programs were mentioned as going directly to the people rather than through the agricultural college. A definite effort has been made to correlate all programs at community and county levels. The Bureau of Agricultural Economics is the central planning agency; its duties now deal wholly with planning and research. Its former activities in marketing are now carried on by the newly organized Agricultural Marketing Service. Conservation effort is not limited to soil saving alone, but to wise use of physical and human resources as well, and this is the field of the specialists in parent education and family life. Recreation is another of the newer Extension activities, added because of the insistant demand of rural people who during prosperous years had depended for recreation on outside sources that cost money and who forgot how to play on their own part.



Family-Life Programs and Extension. Reuben Brigham, Assistant Director of Extension Work.

Mr. Brigham contrasted the former simplicity and security of farm life with farm life today, when approximately 500,000 frustrated youths are on our farms; farm families are without farms; farms are depleted and eroded; farms are divided into units too small for economic production. Some of the rural families in our democracy face distress, unrest, insecurity; they have feelings of futility, confusion, frustration, and dependence. It hurts to set aside the old pride in independence and turn to helping agencies. Not always clearly understanding the new program before them, they long for the old. This all creates family tensions. Fifty-one percent of America's children are rural; they are the most important of our farm crops. We must help farm families to determine the steps in developing a better living and through a united extension program help them to find the way to take these steps.

10 a.m. to 12:15 p.m.

Discussion: Changing conditions affecting farm family life:

- Social conditions.
- Population trends.
- Economic situations.
- Responsibility of government.
- Agricultural programs, land use and others.
- Shifting attitudes.

Consultants: Dr. Carl Taylor, In Charge, Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics.

Dr. Carl F. Taeusch, Chief, Division of Program Study and Discussion, Bureau of Agricultural Economics.

Dr. O. E. Baker, Senior Agricultural Economist, Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics.

Dr. Kimball Young, Principal Social Psychologist, Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics.

Dr. Conrad Taeuber, Agricultural Economist, Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics.

Eugene Merritt, Senior Agriculturist, Extension Service.

Dr. Day Monroe, Chief, Economics Division, Bureau of Home Economics.

Mrs. Rowena S. Carpenter, Assistant Chief, Foods and Nutrition Division, Bureau of Home Economics.

Dr. Hazel K. Stiebeling, Senior Food Economist, Economics Division, Bureau of Home Economics.

Mrs. Dorothy Brady, Home-Economics Specialist, Economics Division, Bureau of Home Economics.

Summary: Mrs. Phyllis B. Davis, Extension Specialist in Child Development and Family Relations, New Jersey State College of Agriculture.

The problems of farm-family life are not limited to those caused by financial conditions. Social problems may be caused by the financial situation, but might not necessarily be cured if the financial problem were solved. Some of the problems in the family which concerned us were family cleavages between two generations, the high divorce rate in certain sections, the delinquency rate, and the unemployment of rural youth. Special comment was made on the tension evident between two generations within farm families, largely because so many young people who might normally seek employment in the cities are forced to stay on the farm where there is no place for them. In previous years when farm employment was not available, or when the young people in the family became restive under adult domination, they were able to find a place for themselves elsewhere. The following questions were raised by the group in connection with farm youth:

Would it help to have discussions with adults and young people together? Is this a practical possibility? How can we help young people to adapt the level of their economic aspirations to reality? Can we use placement agencies to aid farm youth? Is the young person who will remain on the farm really trained for carrying on farm life? Has he had experience with the planning and responsibilities of farm life or has he merely had experience with chores? These questions apply equally to young men and young women.

In regard to family-relationship problems other than those caused strictly by the older adolescent, we discussed the advisability of treatment through other subject-matter fields rather than only by ourselves. Some family problems seem to have been caused by our own faculty because of specialization without regard for what is happening to the family as a whole. It was stated that women should be on farm committees and that we need to make an approach to the farm family through the women and men agents together. However, the group questioned whether the agents are equipped to deal with family-relationship problems.

The extent to which the extension worker is filling the former role of the school teacher and the church worker, as consultant on family problems, was discussed.



More adequate training of extension workers in college is needed. The more frequent use of ministers and other workers in the community as leaders and helpers in the program was suggested, since individual work with families though most fruitful, is too time-consuming.

Another problem discussed was that of farm inheritance in the light of present-day conditions, resulting in absentee ownership. The farm ownership is shared by several children, although only one remains on the farm. The relation of the size of the family to tension was discussed; also the relation of grandparents in the home. It was brought out that if the original parent-child relation was good, the individual as a grandparent caused no difficulty. We asked ourselves how far we have gone in giving individuals insight into themselves and their problems.

A member of our group was concerned because we consider the family chiefly for the development of children, not merely as a unit of democracy: The father's and mother's judgment should mean more to the child than that of brothers and sisters; we must have some authority in the family; we are in danger of giving children freedom with no responsibility. However, it was further brought out that whether the family is considered mainly for the development of children or as a unit of democracy, the same result is attained; the family will not contribute to the greatest development of its children unless it is a democratic unit.

When it was suggested that parents should be made aware of all possible mistakes they might be making with their children, the point was made that parents are already aware of their problems, even though they may not know the meaning of them; that one of our early errors in this field was the building up of guilt and shame in parents.

The group agreed that when problems are brought to light through group discussion, our responsibility is to provide individual consultation in helping the individual parents toward a solution.

During our discussion, positive and constructive statements were made to the effect that we are desirous of producing socially-minded, self-reliant, adjustable individuals as a result of good family life; that, like the public-health program, our program originally was directed to the cure of problems, but then progressed to the prevention of problems; now it is chiefly directed toward the development of healthy family relations, and not limited to specific problems, their prevention or cure.

#### Afternoon Session

1:45 to 4:15 p.m.

Chairman, Mrs. Alma H. Jones, Extension Specialist in Child Development  
And Family Relations, Iowa State College of Agriculture.

Discussion: Interpreting the White House Conference on Children in a  
Democracy in Our Extension Programs.

Summary: Mr. Mark L. Entorf, Extension Specialist in Family Life, New York State College of Home Economics.

The family as the threshold of democracy. - The family as such played a relatively small part in the conference discussions. In this section the question arose as to whether the modern family is "crumbling," but much evidence exists as to the continuing function of the family as a primary molder of personality, as a place of strong emotional ties, and as to the inner cohesive strength of the family unit which enables it to adjust to changing external conditions. Our extension work involves (1) helping people to understand family relationships and changes in the nature and function of modern family life; (2) emphasis on the nonmaterial satisfactions afforded by family experience; and (3) field studies regarding current practices, customs, and attitudes within the families we serve.

Economic resources of families and communities. - In discussing actual conditions of living, it is easy to overlook the substantial gains made in America in recent decades. However, the majority of children are found at the lowest economic level, i.e., wage-earning and farm-family groups, and 50 percent of the children in America live under conditions described as "inadequate." Some of the problems in this area are (1) means of raising the farm-family income; (2) helping families to make more efficient use of what they have; (3) supplementing the family income; and (4) the basis upon which "adequate" and "inadequate" standards of living are determined. Furthermore, should we try to help people adjust to relatively permanent low incomes in spite of social pressures and constant stimulation from advertising to buy more goods and services?

Housing the family. - Emphasis was laid on housing as one factor in the child's environment, including location with reference to place of work, schools, libraries, traffic hazards, and recreation. In general, families with the most children have the poorest homes. According to the Farm Bureau Federation, three million farm dwellings lack minimum standards of health and comfort. Extension workers can help by (1) educating families as to what good housing is; (2) encouraging better utilization of present homes; (3) working with home-furnishing specialists; and (4) keeping people informed about housing programs.

Economic aid to families. - An economic "floor" was accepted as essential, and in the section meeting, Federal and State aid were regarded as necessary for many rural families. In general, rural families have not fully availed themselves of possible Government aid. Retarded and delinquent children in rural areas have not received the attention they merit. Proposals include (1) securing aid for migratory families; (2) vocational training or retraining for rural people who could profit from it; (3) making available social services for children, and thinking of these services in terms of personal and social adjustment as well as in terms of material aid; (4) following up land use surveys with social surveys.

Children in minority group. - Of the thirty-six million children in the United States, thirteen million, including many rural children, belong



to minority groups. The differentiation of groups, with the implied superiorities and inferiorities, creates personal attitudes and social cleavages which are inimical to a democratic society. Recommendations include: (1) Helping parents to an appreciation of personal worth which will lead to greater tolerance; (2) stressing our common interests; (3) encouraging the selection of teachers who have inclusive social attitudes; (4) community surveys which include the needs and contributions of minority groups; (5) admitting representatives of minorities to administrative and policy-making groups.

Religion and children in a democracy. - For the first time in these conferences, religion was dealt with separately as a factor in the development of children. One-half of the children in this country are not receiving definite religious training. Much of our discussion dealt with the rural church. Do rural ministers know and face rural conditions? Should and can we lend our support to the consolidation of rural churches? Do we call upon and utilize church groups in initiating and carrying on extension projects? Are extension workers duplicating, competing with, or cooperating with the work of the church and of other rural agencies and organizations? It was suggested that Extension might become the executive office for cooperative work in communities and counties.

Health and medical care of children. - Stress was placed upon the assertion that all children, whatever their economic status, should have an equal opportunity for adequate medical service, which will involve financial aid from governmental or private sources. Many rural areas are without an adequate number of physicians. One quarter of a million mothers yearly do not have medical care during pregnancy and childbirth. We need to be more aware of health services available to rural people, and to work for the extension of such services.

Education through the school. - One of the recommendations of the section had to do with the creation of larger units of school administration. We should, however, distinguish between administrative, financial, and attendance units. Consolidation of schools in itself is good or bad only as it affects the life of specific communities. In view of the fact that 31 percent of the nation's children are being educated on 9 percent of the Nation's income, Federal and State aid is necessary. Vocational training of rural youth was stressed, for one-third of the unemployed are young people under 25 years of age. Special attention was given to education in human relationships and in health, and to more adequate provision for the mental health of rural people through clinics, child guidance centers, family relationship institutes, and the like.

Child labor and youth employment. - Child labor in agriculture involves the distinction between commercial farms and family farms. Simply prohibiting children under a certain age from working will not solve the problem: it will be necessary for secondary schools to make adequate provision for vocational training. Urban labor groups do not want rural youth crowding into the cities, and some of them are helping rural young people to find work in their local communities. Perhaps more rural boys and girls could qualify for National Youth Administration work.



Leisure-time activities. - Recreation is not just killing time: it is a primary need of the child and of the family as a whole. Recreation leaders and facilities for recreation both are often not available to minority groups and migratory families. Juvenile delinquency, high accident rates, and restricted social contacts all point to the need for recreation programs among rural families. It was recommended that a Bureau of Recreation, with related State Councils for Recreation, be established.

TUESDAY, JANUARY 23

Morning Session

9:00 to 10:30 a.m.

Chairman, Mrs. Marion F. McDowell, Extension Specialist in Parent Education, State College of Agriculture, Rutgers University.

Discussion: How can Extension Subject Matter Be Used To Advance Farm Family Life?

Consultants: J. L. Boatman, Chief, Division of Subject Matter, Extension Service.

H. W. Hochbaum, Chief, Division of Field Coordination, Extension Service.

S. P. Lyle, In Charge, Agricultural and Home-Economics Section, Extension Service.

Mrs. L. A. Lynde, Extension Specialist in Parent Education, Extension Service.

Summary: Miss Alice Hutchinson, Extension Specialist in Child Care and Training, Michigan State College.

I. Adapting subject matter to the family.

Mr. Lyle started the discussion by reminding the group of the need for thinking of the farm people as well as the need for subject matter.

The first of the discussion centered around the specific topic of the home and the cooperation between home-furnishing and family-life specialists. The relationships among family members, their attitudes, needs, and feelings toward change must be considered as well as the artistic arrangement when rooms are to be rearranged.

Mrs. Jones told of a project in Iowa in which children's rooms had been scored as to suitability and adaptableness to the children's needs.

## II. Group planning based on family problems.

Advancing farm-family life through extension was discussed by Mr. Boatman, who said, "Our big job in Extension work today is trying to figure out how we can present all these various subject-matter fields in a coordinated attack on the farmers' problem." Cooperation and coordination such as have been developed in county planning committees are needed in the work of all specialists, agents, and community leaders. Land use planning committees offer machinery to find problems. Farming has been thought of as a profit type of endeavor; for 60 percent of them it is a way of life. For 40 percent, the profit motive is back of the endeavor. The question was then raised, "Isn't it our business to teach rural people to get the most out of their income and to improve their livelihood by better spending and use of what they have?" It is necessary to recognize not only the importance of getting the most for his money, but of meeting individual needs so that each family member feels his needs are being met. Satisfaction from farm life other than income could be emphasized. Appreciation of nature and space were mentioned.

An acre of grass around the home as part of the land use planning will provide needed play-space for the children. This can be part of the landscaping plan as well as cooperation with A.A.A.

Farm tenancy as one of the pressing agricultural problems was discussed. Tenancy is most prevalent in the best agricultural counties; most farm tenants are not interested in landscaping. In speaking of tenancy, it was suggested that our real concern was whether the farmer had security of tenure, a chance to hold the place as home.

Mr. Hochbaum stated that many areas were in need of improvement. Why don't we do something about it? What is the underlying cause? What are the objectives in this family-life work? (Objectives were discussed during the second half of the morning.)

## III. How can we help people to put suggestions into practice?

The following suggestions were made:

1. Study why situation exists.
2. Efforts of all workers should be combined to make such a study of conditions.
3. Case studies of particular families are needed.
4. Study their attitudes, how they come into existence.
5. Find real problems in specific agricultural practices.

A reasonable plan which the family can put into action is a first consideration. This will include the resources of the family itself, its limitations and needs. A community program needs to be worked out as a demonstration. A demonstration in Christian County, Ky., was described by Miss Florence Imlay.



Mr. Hochbaum stated that, "The most fundamental problem in an agricultural county is how the whole income is tied up with the size and type of farm." The limitations to improvement are tied up with the amount of cash available for family use. There is need for cooperation with other farm and home organizations in working for better family living, which must be recognized as a social problem. As farm programs are changed, changes in practice occur. This may result in changes of family attitude.

The need for home visits by the specialists as a means for studying families' problems was stressed by Mrs. Lynde.

Discussion then centered on the function of the specialist in family life. Mr. Lyle suggested the following points for specialists to keep in mind: (1) Be authentic in your field of subject matter. (2) Adjust your subject matter to the situation, and coordinate your plan of procedure with related work. (3) Teach it effectively to accomplish measurable progress. (4) Inspire children to a spiritual growth that will give them the better vision that parents can give only with your aid.

The discussion ended by Mr. Entorf's stating that a family may be compared to the hub of a wheel, the spokes of which represent basic areas of individual and family living, such as economic achievement, community participation, religious interest, and education.

10:35 to 12:15

Chairman, Mrs. Belle Osborn Fish, Extension Specialist in Family Relationships, Department of Agriculture, University of Minnesota.

Discussion: Extension Programs in Family Life.

Adjusting Our Objectives.

Summary: Mrs. Blanche Hedrick, Extension Specialist in Family Life, New York State College of Home Economics, Cornell University.

The problems raised in the discussion of Extension programs in family life centered around the need for adjusting our objectives (1) in terms of things that need to be done; (2) in terms of being aware of the real situation, whatever it may be; (3) in terms of results, at least insofar as things that can be measured are concerned, as, for example, the number of leaders trained; (4) in terms of implications coming from the recent White House Conference on Children in a Democracy; and (5) in terms of the need for functioning in relation to other groups.

The group was agreed that the general objective of helping farm folks to achieve good family life is not ours alone, but is the fundamental objective of the entire Extension Service. Difficulty arose in trying to distinguish what our specific part is in this general or over-all objective. There was agreement that our particular task relates to individual development and



family relationships. Some members felt that human relationships express the phase of the work we are responsible for, while others thought this was too broad a term. However, there seemed to be agreement in that we dealt with human relationships, but primarily as they have their beginning within the family and in the relationships of family members with others in the community. Frequently the people themselves express this in a simplified form when they say, "You deal particularly with people, how they grow, think, feel and behave."

The accompanying diagram, illustrating our relationships to other problems, other workers, and other areas of work, evolved out of our discussion of these relationships.



Area in which our work touches and overlaps every other area.

Problems the family meets. These probably overlap one another.

A helpful illustration was given by the specialist who helps families to provide themselves with a home-grown meat supply, when he said he has no difficulty when the family wants to know how to provide itself with a home-grown meat supply; but when it doesn't want such a supply, he has a hard time getting his work across. How to get a "family that wants" and one that sees the opportunities and satisfactions to be derived from such a program comes under the area of attitudes, which is specifically related to our field of work. In this connection it was brought out that our task probably is to work with others (specialists, agents, and administrators) in helping them to understand the principles of relationships and attitudes, rather than for us to work directly with the families who are participating in other programs.

It was pointed out that coordination with other phases of the work, though important and necessary, is not a goal in itself, but rather a means to an end.

Discussion of consideration of our objectives in relation to results that can be measured brought out that there are two kinds of results, some qualitative, and difficult to measure, and some quantitative. We should not neglect to report on those things that show quantity. However, we must guard against being too concerned with results that can be measured, for we may lose sight of our real function and the real values for which we are striving. We might even destroy good family relationships in trying to get certain practices adopted, even though these practices are valuable in themselves.

#### Afternoon Session

1:45 to 4:15 p.m.

Chairman, Mrs. Ruth D. Morley, Child Development Specialist, Massachusetts State College.

Discussion: Extension Programs in Family Life.

Our Problems:

Serving more people.

Measuring results.

Radio.

Consultants: Miss Florence Hall, Senior Home Economist,  
Extension Service.

Mrs. Ola Powell Malcolm, Senior Home Economist,  
Extension Service.

Miss Madge Reese, Senior Home Economist, Extension  
Service.

Miss Miriam Birdséye, Senior Nutritionist,  
Extension Service.

Miss Ella Gardner, Extension Specialist in Rural  
Recreation, Extension Service

Miss Gertrude L. Warren, Organization, 4-H Club Work,  
Extension Service.

Dr. F. P. Frutchey, Senior Educational Analyst,  
Extension Service.

Summary: Miss Florence Imlay, Extension Specialist in Foods and Nutrition,  
Kenrucky College of Agriculture.

Three phases or problems in the Extension programs in family life were discussed: Serving more people, measuring results, and using the radio.



All those contributing to the round-table discussion emphasized that we need to reach more than mothers in the Extension program on family life. Some of the suggestions for reaching more people were:

1. All members of the family. By having meetings at a time when both fathers and mothers can attend; by training 4-H Club members to care for young children at local club meetings, achievement days, and church; and by teaching 4-H Club boys to make handicraft articles to be used in caring for children.

2. Extension workers. A need was expressed for reaching specialists in other fields who may be so concerned in teaching subject matter that they lose sight of the human element.

The importance of home demonstration agents' having more background in the fundamentals essential for successful family living was emphasized. In some States the home agents train the leaders and direct the family-relationship work in their own counties, and to have had little or no specific training for this field is a definite handicap to them.

3. 4-H Club leaders. Miss Warren stated that 4-H Club leaders wish help in better understanding of the reactions of young people and suggestions in giving an interesting approach to the subject matter at club meetings. She suggested that one way of reaching many 4-H leaders would be through the district training conferences. She said also that it was about time to review 4-H Club projects and help would be welcomed in giving the right approach for young people.

4. Other Government agencies such as Farm Security supervisors and N.Y.A. leaders.

5. Young women. The fact that many of the women who are members of Extension groups do not have young children is a real problem. Often the older women feel that they have reared their children and resent the young women belonging to their groups. It was suggested that we must awaken a social conscience in the older women and make them feel responsible for the community as a whole. One method of creating this attitude might be to make the older women feel responsible for getting the young women to the meetings or caring for their children.

6. Resident staff. More courses relative to family relations should be offered in collegiate curriculum.

7. Radio. The radio program was considered as a medium for reaching people outside meetings. Mr. John Baker, Extension Radio Specialist, said that he thought the possibility of using the radio for bringing information on child guidance and parent education into the home had just been scratched. He also said: "The medium lends itself admirably to getting into the home if you make it the sort of things the young mothers will be interested in. It isn't a question of having something to offer; it is a question of what



sort of package you put it up in. The real problem is becoming familiar with the radio and developing the approach so you will know how to get in the home. Serve it in attractive style. There is no set formula but generally I should say this sort of radio program needs friendliness and understanding and the human touch, because there is nothing more human than children, and there is nothing that has more appeal to the average person than youngsters and their problems and how to deal with them. If handled in the right way this sort of program is a 'natural.'"

Mr. Baker was asked to set up a demonstration of a radio program making tests of several methods. Mr. Entorf stated that he felt factual information could be transmitted over the radio, but not emotional attitudes, and that our responsibility was to distinguish the areas where radio is effective.

Mrs. Morley, chairman, asked why reaching new and more people was a problem. The consensus was, we are just beginning to realize that everyone needs an understanding and appreciation of the things we feel are fundamental for developing individuals and their relation to each other.

The question of methods or means of measuring results was thrown open to the group for discussion.

Mr. Entorf said that it may be difficult to measure some of the important things relating to family relations such as change of emotional attitudes. Attendance and degree of continuous interest obviously do mean something. It indicates that people are finding something vital enough to justify their continuance in coming to meetings. Stories are often used as a measurement of the change of attitude, but some have to be discredited, because there is a tendency for people to tell the things we should like to hear or that they would like to be true.

It was suggested that some factual or attitude scores or tests be set up before a group starts a series of meetings, to check knowledge and insight of adults into family relation attitudes, and to have a second check after the study is completed. However, even this method would not record methods put into practice or changed attitudes.

Dr. Frutchey stated that we are just beginning to scratch the surface in ways of measuring attitudes. He said it is comparatively easy to measure teaching of concrete things, but more difficult to measure intangible results. He also said all the results do not have to be measured within our lifetime. We can make our contribution today, and as people look back in perspective, maybe we shall have made a start at least. It is the beginning that is so essential. After all, it is only in the last 50 to 70 years that any strides have been made in mental and social measurements.

Dr. Frutchey referred to a study of methods of measuring "appreciation of literature." Miss Birdseye said Dr. Frutchey had given a more detailed discussion on measuring results at the area conference for nutrition



specialists, and that she would be glad to give enough copies of the summary of his talk to Mrs. Lynde for the specialists in child training and family relations.

General Summary. Dr. Margaret Wylie, Extension Specialist in Family Life, New York State College of Home Economics, Cornell University.

The conference has offered stimulating challenges which can be stated in question form to sum up the significant high lights we considered and on which to focus thought and action when we return to the field:

1. What is the place of a family-life program in the Extension program?
2. What are the objectives of such a program?
3. How significant for the family-life Extension program are the findings of the White House Conference?
4. How will the commendations of the conference influence our planning and sharing in the program in rural areas?
5. What incentive will this conference give to observation and study of local situations and to knowledge of the State situation in relation to the data cited?
6. How can we select from all the work to be done in our field the areas for greatest effectiveness?
7. How can we obtain studies of customs, attitudes, and practices of families?
8. Are we prepared to go into additional community service?
9. What new media can we use in our programs?
10. Do we need to analyze our programs to see that we are meeting problem situations of farm families, and what we can do to reach all family members and others concerned with families?
11. What does the present conference indicate for next year's plan of work?
12. What can be said in terms of results of a family-life program, and what beginnings can be made in measurements of such results?